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ABSTRACT

Designed to give career education linkers an organizing perspective from which to view their career education work, this half-day workshop contains a total of eleven activities dealing with directions to the trainer: an introduction to linking: and roles, activities, and skills of the linker. Individual activity topics are an overview of the workshop, an introduction to linking, the definition of a linker, areas of linker involvement, tools of the linker, boundary spanning, linker roles, linker activities, tying roles and activities together in problem solving, skills required of linkers, and self-assessment. Each activity contains a statement of its purpose, its estimated time, an explanation of its format, and specific implementation activities. Thirteen activity handouts are provided. These include a workshop agenda, lists of knowledge resources, case studies, a linker self-assessment, lists of linker skills and roles, school improvement activities, a definition of a linker, and examples of linker roles. (Five other career education workshops covering career education concepts and practices, program design, program improvement, opinion surveys, and school improvement processes are available separately through ERIC--see note.) (MN)

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CAREER EDUCATION LINKING AGENTS: PERSPECTIVES AND ROLES

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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For two years, the Career Preparation Component of Research for Better Schools, Inc. (RBS) has been working collaboratively with schools, intermediate service agencies, and state education departments to plan, implement, and support career education activities in schools in Delaware, New Jersey and Pennsylvania. The activities suggested in this workshop are based on RBS experience in working with the staff members of these agencies. The author wishes, therefore, to acknowledge the many contributions of these professionals to this work.

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OVERVIEW

This half-day workshop is designed to give career education linkers an organizing perspective from which to view their career education work. The workshop can be given to new or experienced career education linkers or to a mixed audience.

OBJECTIVES

Upon completion of this workshop, participants will have:

- discussed what it means to be a linker
- considered the areas of school improvement in which they may work
- discussed the knowledge resources used by linkers as well as sources of knowledge resources
- reviewed the boundaries that career education linkers commonly span
- examined and discussed roles that linkers are thought to perform in their work
- discussed specific activities in which linkers are commonly involved
- engaged in problem-solving exercises in the area of linking agent behavior
- discussed the skills that effective linking agents should possess
- performed a self needs assessment of required linker skills, and discussed how perceived deficiencies might be remedied.

DIRECTIONS TO THE TRAINER

1. The following pages describe activities which can be used to present the topics included in this workshop. The trainer may present these activities as described or may alter, delete, add, or change the order of activities according to the needs of the participants.

2. Handouts which accompany this workshop are listed in the table of contents and are printed on white paper to facilitate copying. Plan to have one copy of each handout for each participant available at the start of the workshop.

3. The time needed for the workshop is approximately four hours. Estimated times needed to complete an activity are included in each activity description.

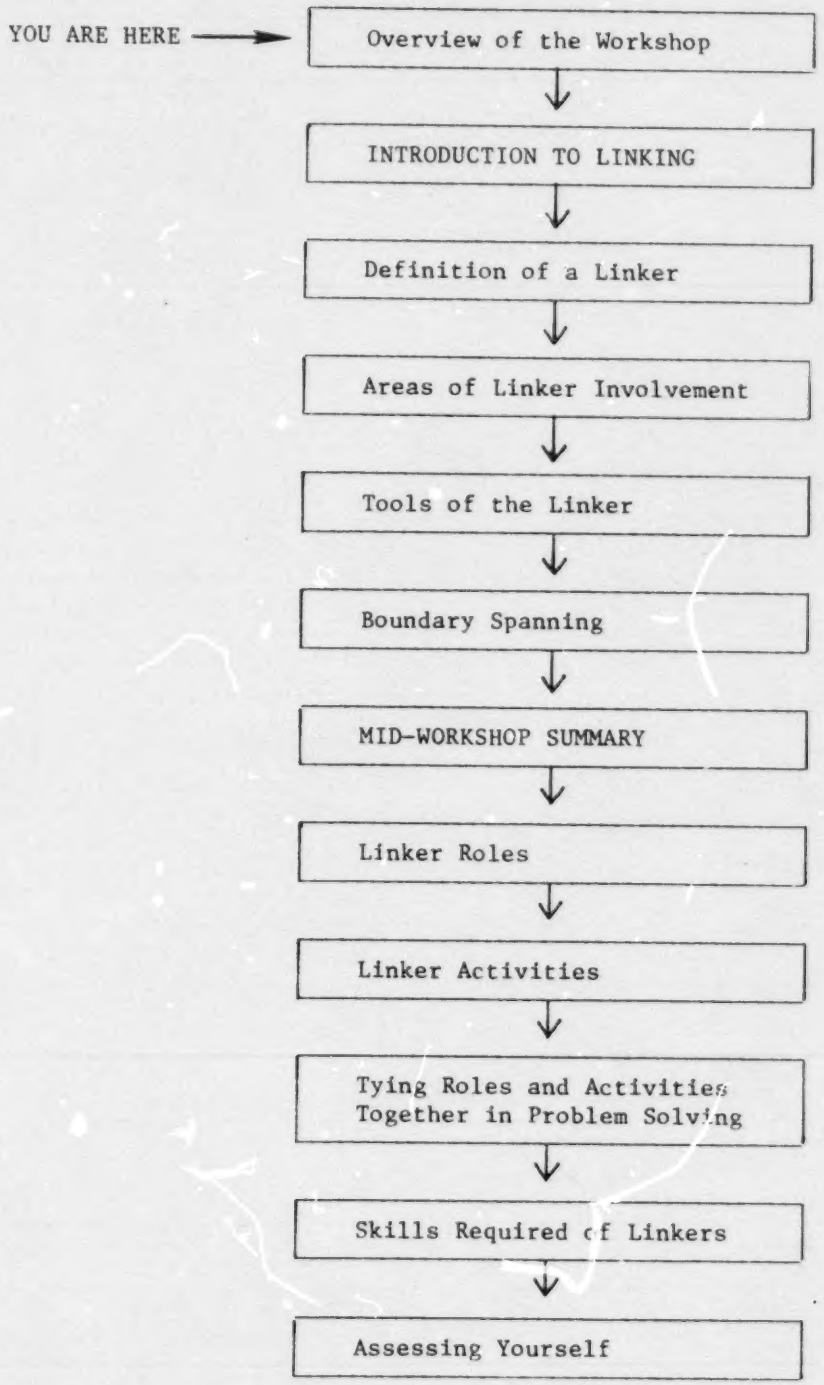
4. Both italics and roman type will be used in activities in this workshop outline. The words in italics are addressed to you, the trainer, and the words in roman type give information you may want to pass on to your audience.

5. A diagram entitled "Sequence of Activities" is inserted at the beginning of each new activity. The purpose of this diagram is to signal the start of the activity marked with the notation "YOU ARE HERE."

6. This workshop description is not intended to be the sole basis for your qualification to lead the workshop. Trainer orientation and technical assistance from Research for Better Schools, Inc. are recommended.

7. Before attempting presentation of any activity, you should become familiar with this entire document.

SEQUENCE OF ACTIVITIES



ACTIVITY

Overview of the Workshop

The purpose of this activity is to provide a brief overview of the current workshop.

Estimated time of activity: 5 minutes.

1. *Distribute the handout, "Agenda--Career Education Linking Agents: Perspectives and Role."*

2. *Explain to participants that this handout outlines the topics to be covered in the current workshop and the order in which these topics will be presented.*

ACTIVITY HANDOUT

Agenda--Career Education Linking Agents: Perspectives and Roles

I. Overview of the Workshop

II. Introduction to Linking

III. Definition of a Linker

IV. Areas of Linker Involvement

V. Tools of the Linker

VI. Boundary Spanning

VII. Mid-Workshop Summary

VIII. Linker Roles

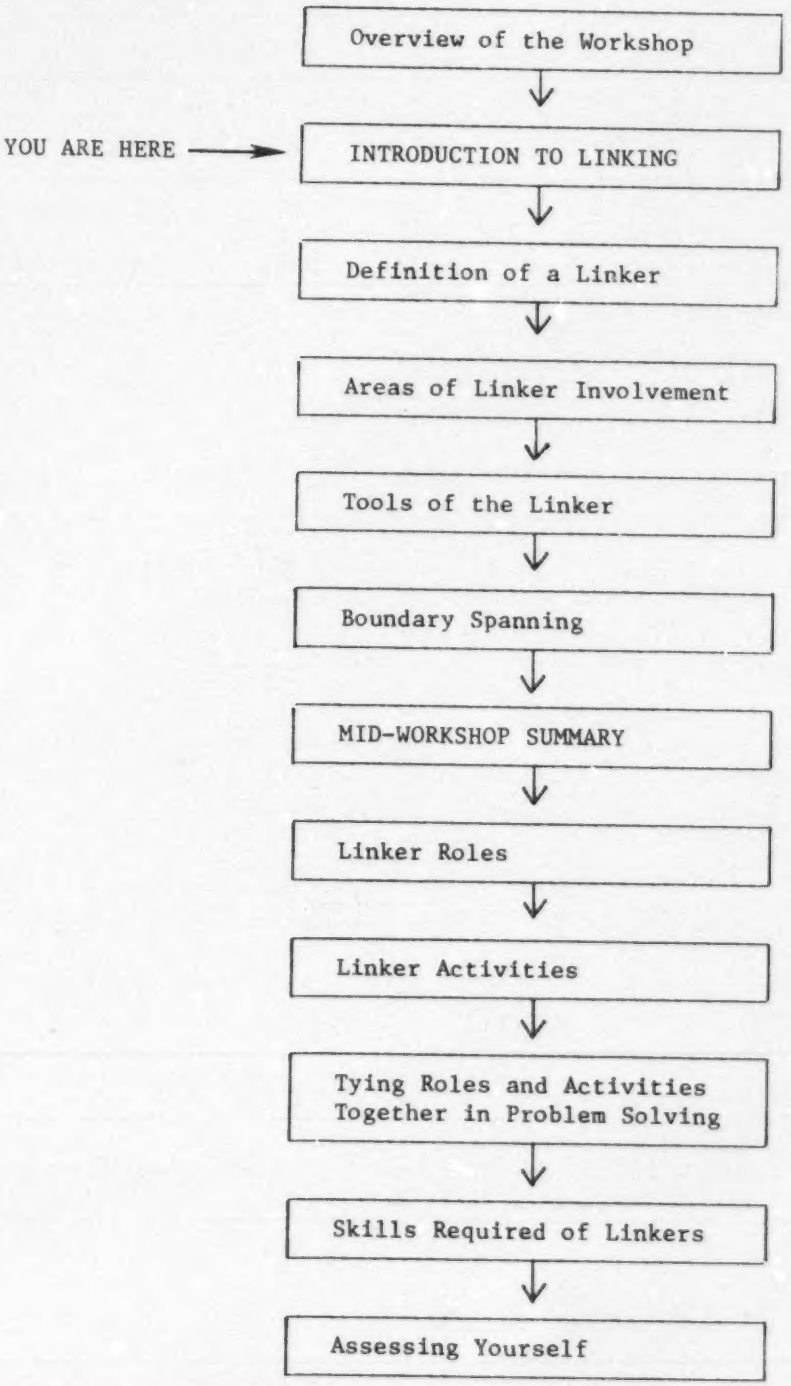
IX. Linker Activities

X. Tying Roles and Activities Together in Problem Solving

XI. Skills Required of Linkers

XII. Assessing Yourself

SEQUENCE OF ACTIVITIES



ACTIVITY

Introduction to Linking

This is a large group activity which has as its purpose the introduction of the first half of the workshop to the participants.

Estimated time of activity: 5 minutes.

1. *Announce to the group that most of them <u>are</u> or <u>will be</u> what is known as a "linker."*

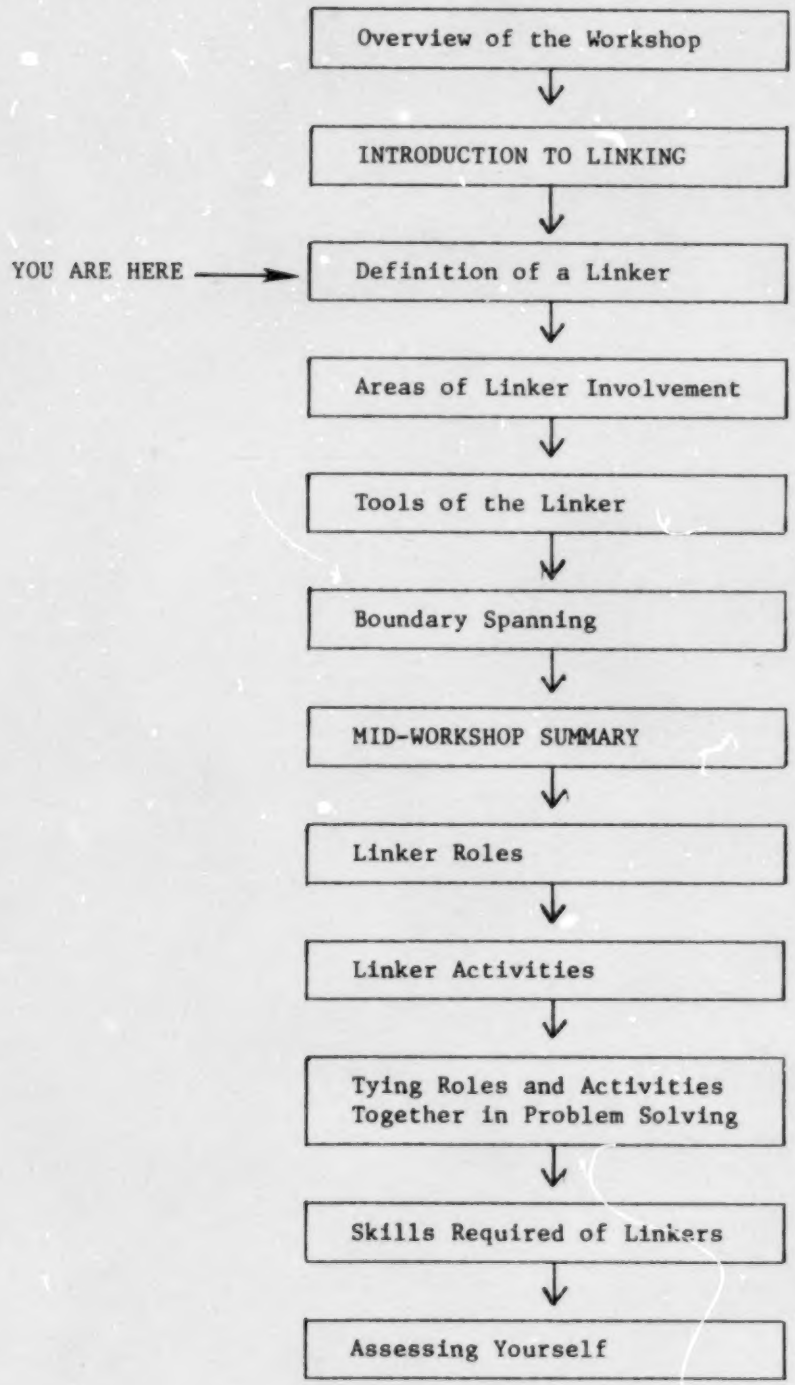
2. *Explain that "linking" is not new, that the participants may have been "linking" for years and never used the word.*

3. *Present the purpose of the workshop:*

   To give career education linkers an organizing perspective from which to view their career education work.

4. *Conclude the activity by explaining that the next task will be defining what a linker is.*

SEQUENCE OF ACTIVITIES



ACTIVITY

Definition of a Linker

The purpose of this large-group discussion is to define the concept of linking agent in terms of the three criteria given by Nash and Culbertson (1977, pp 2-3):

> Three criteria appear to be critical. First, linking agents direct their actions at the improvement of individuals or institutional performance. Second, they use knowledge or knowledge-based products and services as key instruments of improvement. Third, in order to connect those engaged in change with ideas, findings, descriptions of practices, training materials and other knowledge-based products, they must perform boundary-spanning roles.

Estimated time of activity: 30 minutes.

1. *Begin the activity by asking the question:* What does it mean to be a linker?

2. *Engage in large-group discussion, attempting to elicit the following information:*

   A. Linkers are agents for educational change.

   B. Linkers direct their actions at school improvement.

   C. Linkers provide a bridge between knowledge resources and the school's improvement needs.

   D. Linkers perform boundary-spanning roles (i.e., roles involving the crossing of organizational limits to connect those involved in change with needed resources).

3. *When the discussion has resulted in the above, or when the discussion otherwise ends, distribute the handout entitled "What is a Linker?"*

4. *In summary/presentation/review format, recap the handout, making the following points:*

   A. A linker, as a change agent, may be either a member of the school/district staff (an internal linker) or an outside agent (an external linker).

B. It is essential that the linker aim at school improvement.

C. Linkers must use knowledge or knowledge-based products and services and must span boundaries.

D. The three criteria listed on the handout must be met for a person to be considered a linker.

5. *Explain to the participants that the next three activities will be directed at clarifying the three linker criteria:*

   A. Involvement in school improvement

   B. Use of knowledge resources

   C. Boundary-spanning

6. *Explain that many of the workshop activities will be done in small groups.*

   A. Ask the participants to form small (evenly divided) groups.

   B. Now, ask each small group to appoint one member as spokes-person/leader.

   C. Ask participants to introduce themselves to other members of the small groups, if this is appropriate.

ACTIVITY HANDOUT

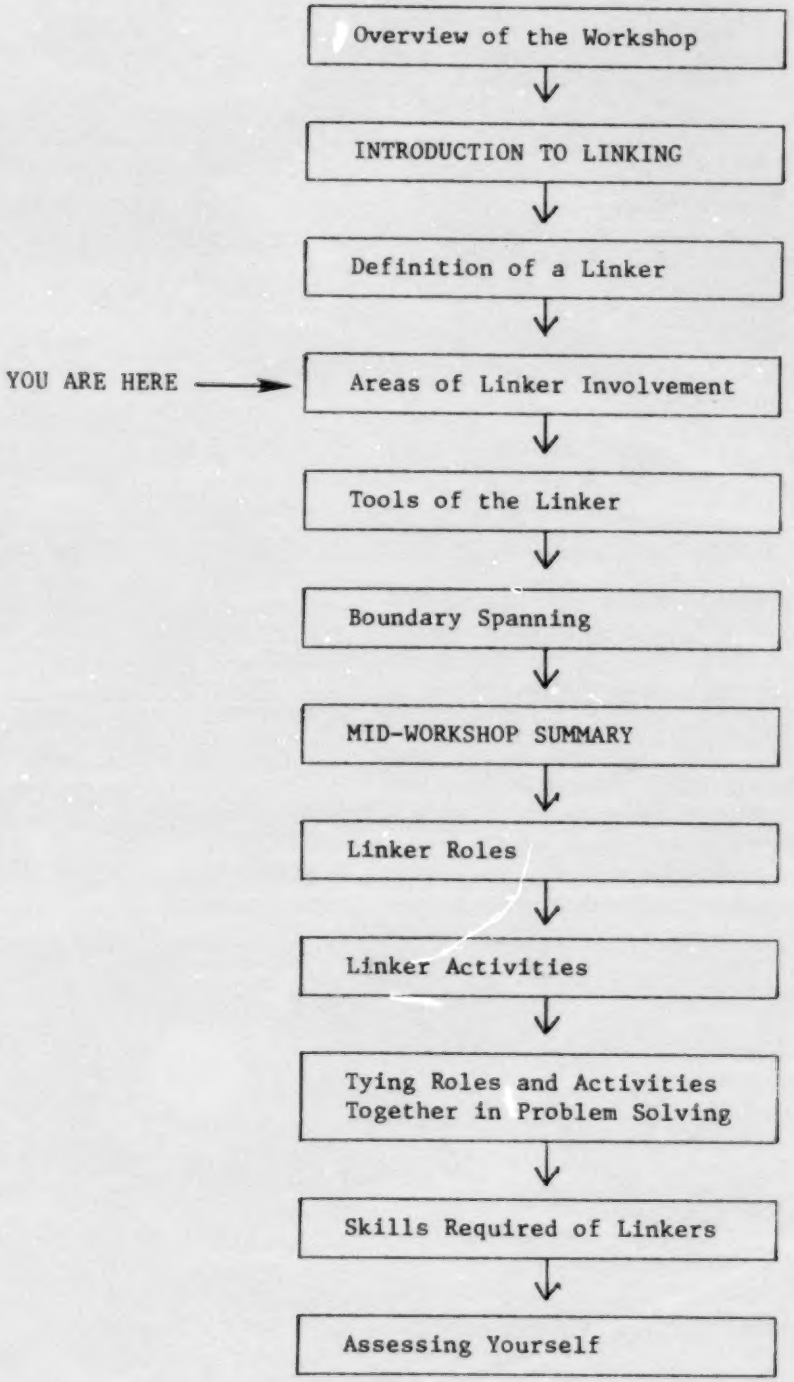
What is a Linker?

A linker is An Agent For Change In Schools:

3 Criteria:

- A linker directs action at school improvement
- A linker uses knowledge or knowledge products
- A linker performs boundary-spanning roles

SEQUENCE OF ACTIVITIES



ACTIVITY

Areas of Linker Involvement

This activity involves individual, small-group, and large-group work. The purposes of the activity are to (1) introduce participants to the kinds of school improvement efforts that career education linkers become involved in, and (2) show participants that the areas of involvement can be broad and complex. Emphasize that this activity should clarify the first of the three linker criteria, that of involvement in school improvement.

Estimated time of activity: 25 minutes.

1. *Explain that the first task is to consider activities in which career education linkers may be involved, given the requirement that linkers direct their actions at school improvement. Give examples, such as:*

   - *planning a high school career education program*
   - *instituting a new career resource center*
   - *improving basic skills of secondary school students through career education.*

2. *Ask each participant to work alone and give one or two additional examples of activities in which career education linkers might be involved, using the handout entitled "School Improvement Activities of Career Education Linkers." After each example, the participant should identify the focus of the improvement activity.*

3. *After sufficient time has elapsed, ask each small-group to discuss their responses and to make a group list. The spokesperson should report the list to the larger group. You should then list all the activities on overhead/chalkboard/newsprint.*

4. *Direct your attention to the large group. Introduce the list as only a few possibilities for career education linker activity. Take this opportunity to tell participants that the school improvement efforts in which they may become involved, as they can see, may be broad in scope and complex in terms of the numbers of issues addressed.*

5. *Tell participants that the next workshop activity will involve an examination of the "tools of the linker," knowledge and knowledge resources.*

ACTIVITY HANDOUT

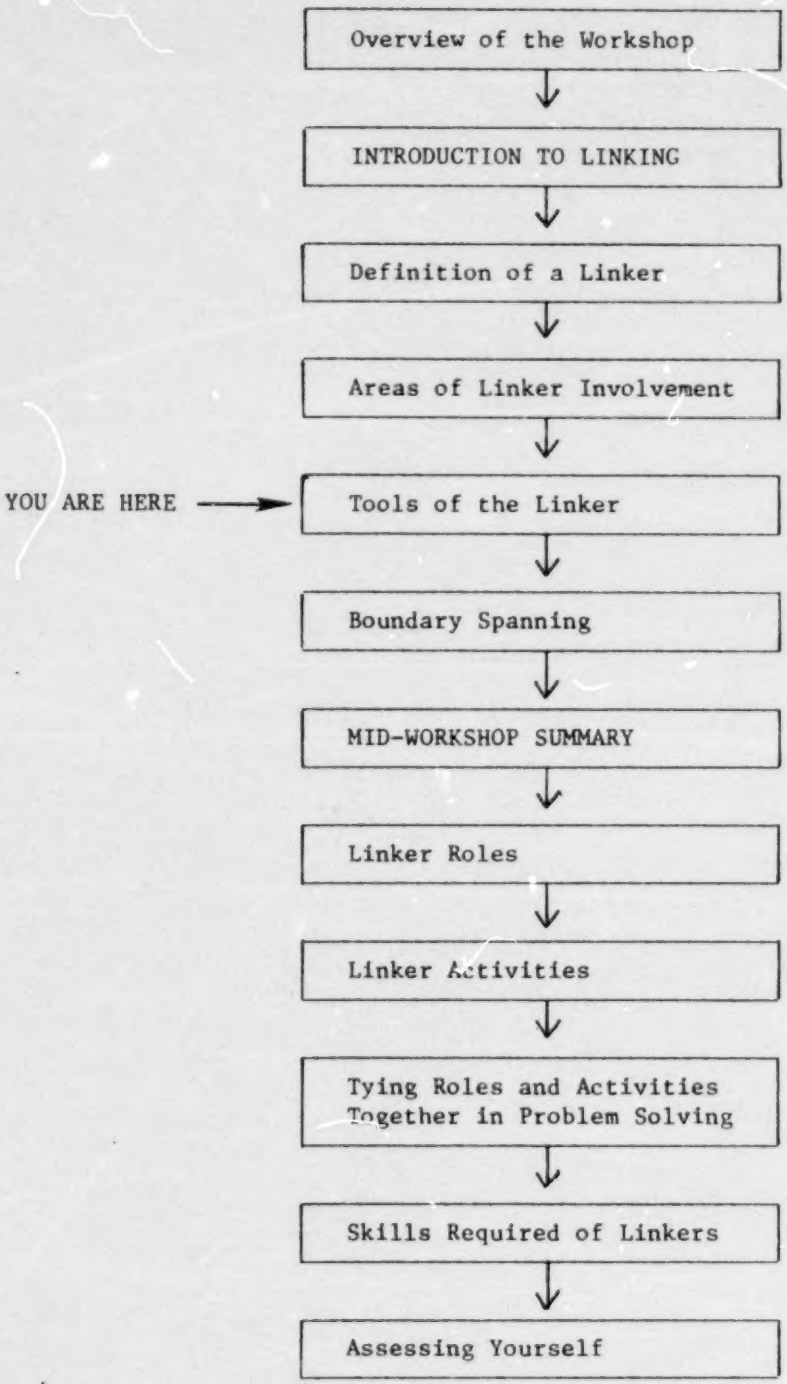
School Improvement Activities of Career Education Linkers

In Column 1, list one or two examples of activities in which career education linkers might be involved.

	Column 1	Column 2
1.		
2.		

Now, for each example in Column 1, decide what/who in each school is improved as a result of the activity. Write your decision in Column 2.

SEQUENCE OF ACTIVITIES



ACTIVITY

Tools of the Linker

This activity involves individual, small-group, and large-group work. The purpose of the activity is to clarify knowledge-based products and services in school improvement efforts. In addition to clarifying the criterion, this activity introduces the workshop participant to the kinds of knowledge resources which are used in school improvement.

Before beginning, you should locate an example of each of the nine knowledge resource categories which are discussed in this activity. These examples will be useful as a discussion aid. Good examples are those which include career education concepts and practices, and are familiar to participants.

Estimated time of activity: 35 minutes.

1. *Make the following points in introducing this activity:*

   A. The previous activity showed how broad school improvement efforts can be.

   B. The second criterion for being a linker is the use of knowledge or knowledge-based products or services.

   C. In this activity, these "tools" (knowledge and knowledge-based products and services) will be explored.

2. *Distribute the handout entitled "Knowledge Resources." Explain that:*

   A. The nine categories in the handout represent the categories of the "tools" that linkers use.

   B. The knowledge resources range from those solidly grounded in identifiable educational research (top row of handout), through those things that are accepted because they seem to work (middle row), to those which are based on the wisdom of practice and general knowledge (bottom row).

   C. Types of knowledge resources range from products (left-hand column of handout), through programs and practices (middle column), to theoretical and practical knowledge (right-hand column).

3. *Ask each participant to try to think of an example for each category, the source of such knowledge/product, or both. After sufficient time for individual work has elapsed, ask each group leader to direct group effort toward compiling a group list, category-by-category. A "key" to the handout is provided for your reference.*

4. *Now, proceeding category-by-category, ask each group leader to report the small-group's findings. You should write the examples/sources on overhead/chalkboard/newsprint.*

5. *Conclude this activity by referring to (a) the previously made list of improvement activities and (b) the list of resource examples/ sources. Make the following points:*

   A. The resource "tools" for working in career education school improvement are numerous.

   B. Applying appropriate resources to the various improvement efforts is an important task.

   C. This job often cannot be done alone; that's where boundary spanning comes in.

   D. Boundary spanning is the next topic in the workshop.

ACTIVITY HANDOUT

Knowledge Resources
(from Crandall, 1977)

In the spaces provided below, give an example of the knowledge resource and give a source for the resource.

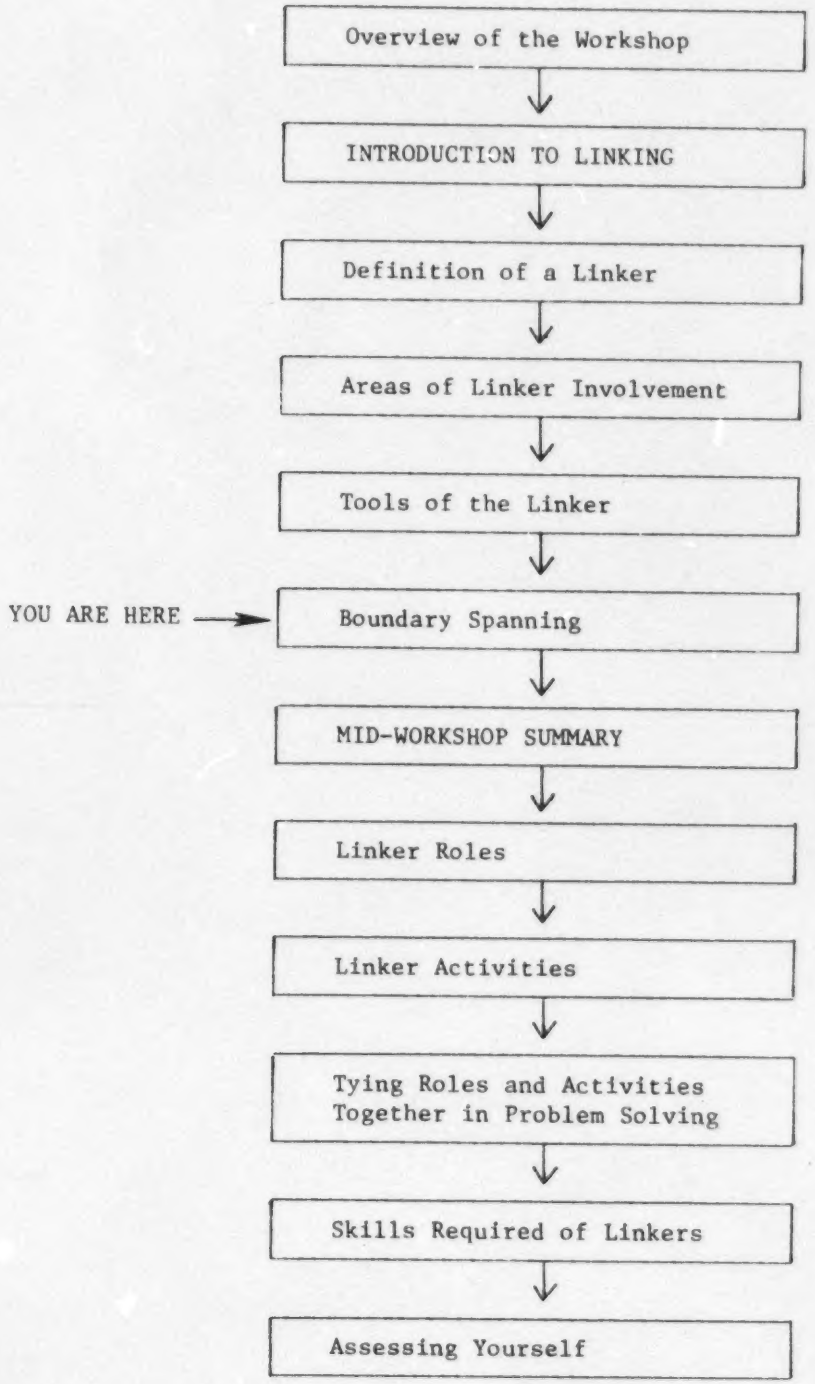
R&D Products Example: Source:	R&D Validated Programs Example: Source:	Research-Based Knowledge Example: Source:
Successful Products Example: Source:	Promising Practices Example: Source:	Consensual Knowledge Example: Source:
Other Available Products Example: Source:	General Practices Example: Source:	General Knowledge Example: Source:

ACTIVITY HANDOUT KEY

Knowledge Resources
(from Crandall, 1977)

R&D Products Example: Any output of federally-sponsored R&D Source: NIE product catalog (NIE, 1975)	R&D Validated Programs Example: Any program validated by the Joint Dissemination and Review Panel (JDRP) Source: Education Programs that Work (Far West Laboratory, 1980)	Research-Based Knowledge Example: Any research-based knowledge Source: The research literature
Successful Products Example: Texts Source: Commercial publishers	Promising Practices Example: Any good locally-developed activities Source: Popular professional press	Consensual Knowledge Example: Any "conventional wisdom" Source: Professionals in practice
Other Available Products Example: Commercially produced non-text material Source: Commercial publishers	General Practices Example: Any existing practices Source: State/local syllabus/curriculum guide	General Knowledge Example: Knowledge/assumptions upon which current practices are based Source: University courses

SEQUENCE OF ACTIVITIES



ACTIVITY

Boundary Spanning

This is a large-group activity. The purposes of the activity are to: (1) introduce the concept of boundary spanning as a linking agent criterion, and (2) make participants aware of the kinds of boundaries spanned by linkers.

Estimated time of activity: 10 minutes.

1. *This activity consists of a large-group discussion of the nature of boundary spanning and the kinds of boundaries spanned. This large-group discussion might be introduced by your asking such questions as:*

   A. What does boundary spanning mean? (One definition: Boundary spanning is the crossing of organizational limits to connect those engaged in change with needed resources).

   B. What boundaries might be spanned in career education school improvement?

   C. What boundaries might be spanned within the school district?

   D. What boundaries might be spanned within the school?

   E. What external agencies might be tapped to improve schools?

2. *As you discuss the kinds of boundaries that can be spanned in school improvement, try to elicit from the participants as comprehensive a list as possible.*

   Some of the boundaries which a linker spans are those between:

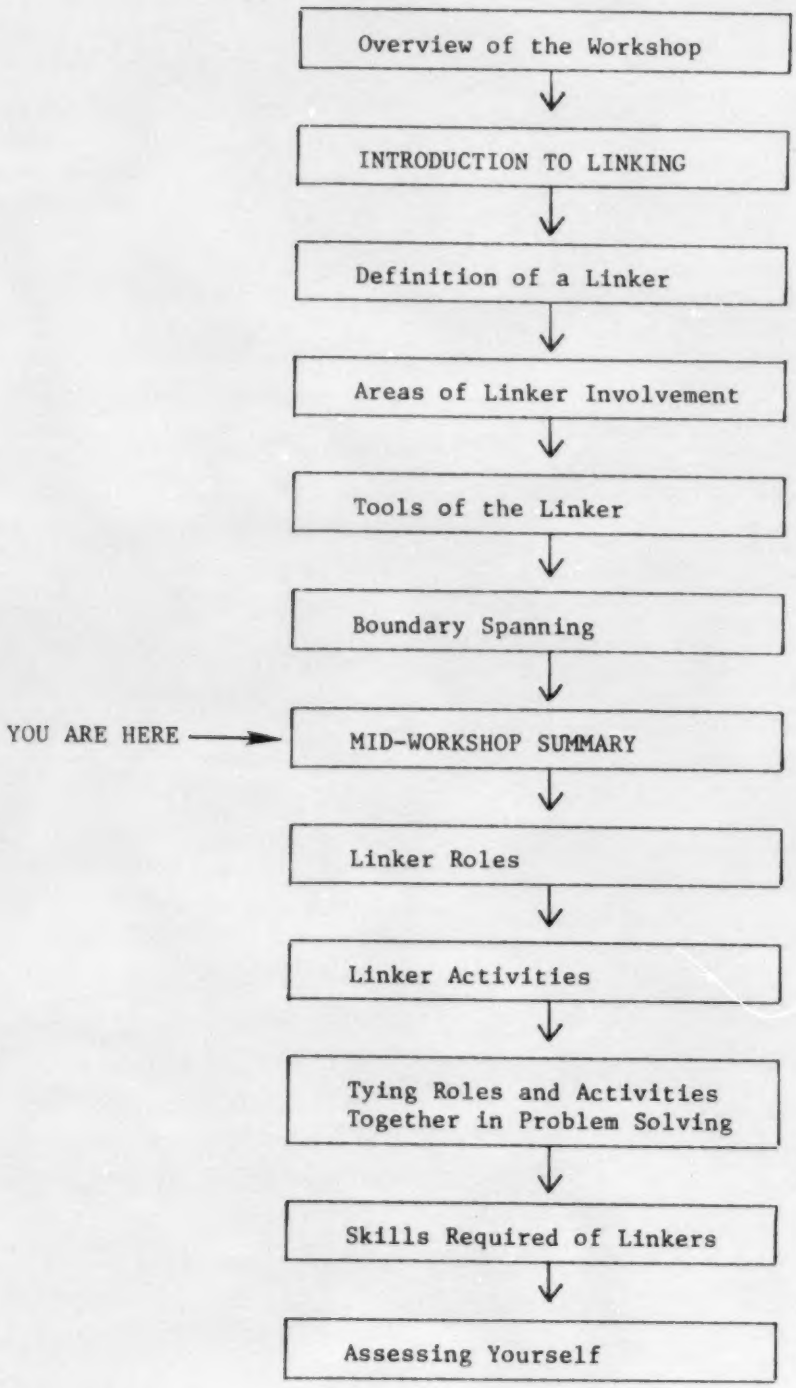
   - *one school department and another*
   - *one school in a district and another school within the same district*
   - *a school and the school district offices*
   - *a school or district and an intermediate service agency*

- *a school or district and a college or university*
- *a school or district and an R&D agency*
- *a school district and a state education department*
- *a school or district and a private business.*

3. *Write the elicited list (plus any above not elicited) on overhead/chalkboard/newsprint.*

4. *Conclude the activity by telling participants that they now know the kinds of efforts in which linkers are involved, some of the tools that linkers use, and some of the kinds of boundaries that linkers span to bring career education knowledge resources to school improvement.*

SEQUENCE OF ACTIVITIES



ACTIVITY

Mid-Workshop Summary

This is a large-group activity. The purpose of this activity is to recap what has already been discussed and to set the stage for the second part of the workshop.

You should begin by displaying the list of improvement possibilities, the list of tools and the list of agencies which might be linked to school improvement efforts.

Estimated time of activity: 10 minutes.

1. *Initiate a large-group discussion/review, trying to elicit the following points:*

   A. The job is a big one.

   B. The job requires many skills.

   C. A key is in knowing when you can provide the needed assistance and when it is better to link the school to a person or agency that can help.

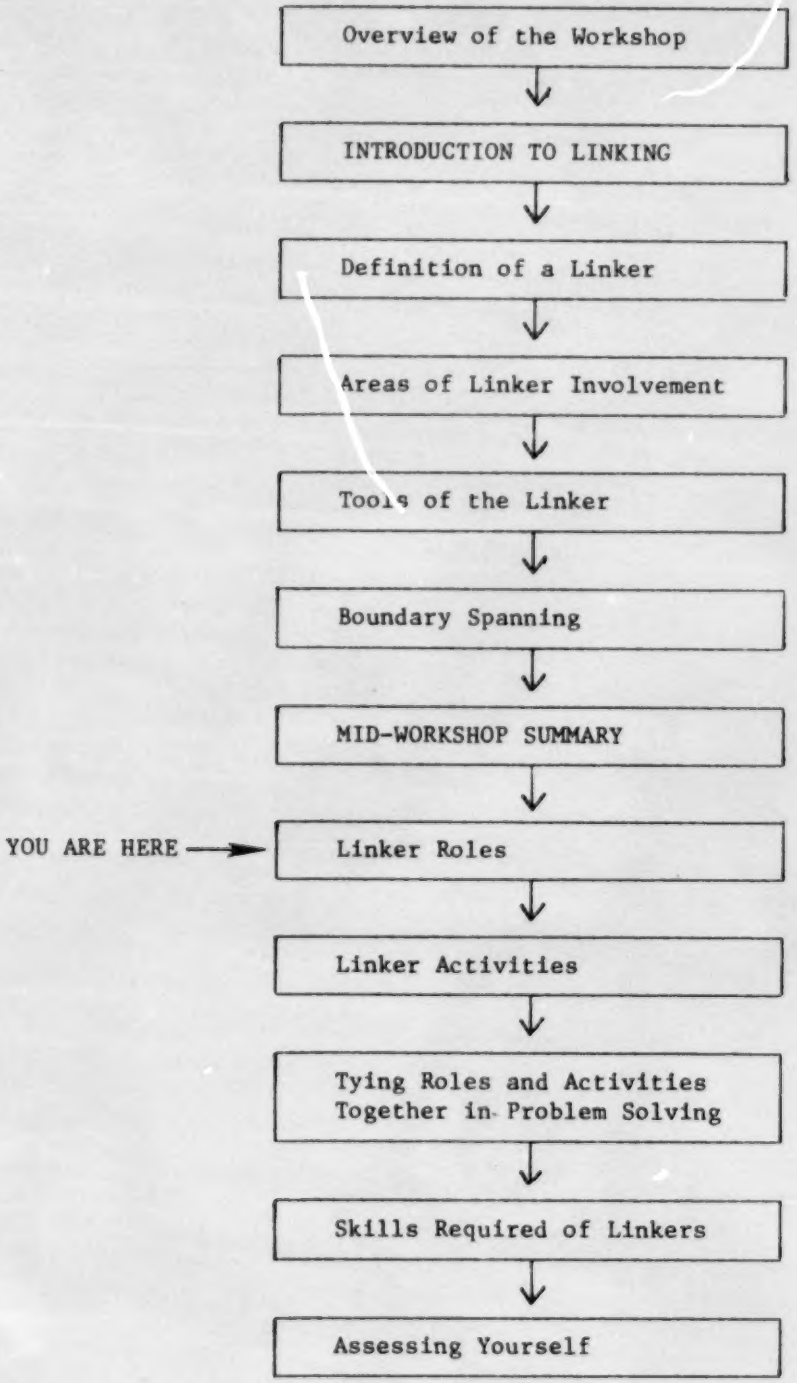
   D. Linkers must know schools as organizations.

   E. Linkers must have human relations skills.

   If the above do not come out in discussion, mention them yourself.

2. *Explain that the remainder of the workshop will be spent in examining roles, activities and skills of the linker.*

SEQUENCE OF ACTIVITIES



ACTIVITY

Linker Roles

This activity begins as a large-group activity and concludes with small-group work. The purpose of this activity is to introduce the major career education linker roles to participants.

Estimated time of activity: 25 minutes.

1. *Distribute the activity handout entitled "Linker Roles." Explain that as linkers use knowledge or knowledge-based products and services to improve schools, they play certain roles.*

2. *Review the roles on the activity handout in large-group format.*

3. *Ask the group to reassemble in small groups.*

4. *Distribute the activity handout entitled "Examples of Linker Roles."*

5. *Ask each small group to devise an example of how a linker might play each role. After sufficient time has elapsed, ask each small group leader to report on the group work. This reporting should be done on a role-by-role basis, leaving room for large group discussion, if warranted.*

6. *Conclude this activity by suggesting that, while a knowledge of roles is most helpful, an understanding of the kind of things linkers actually do is essential. This topic is the subject of the next activity.*

ACTIVITY HANDOUT

Linker Roles
(from Madey, 1979)

Roles	Description
Communicator	This role is one of helping client systems adopt new programs and/or use information provided.
Resource	This role is one of increasing client access to valid and relevant information.
Facilitator	This role is one of increasing client use of valid and relevant information and increasing client capability in all aspects of knowledge-based decision making and problem solving.

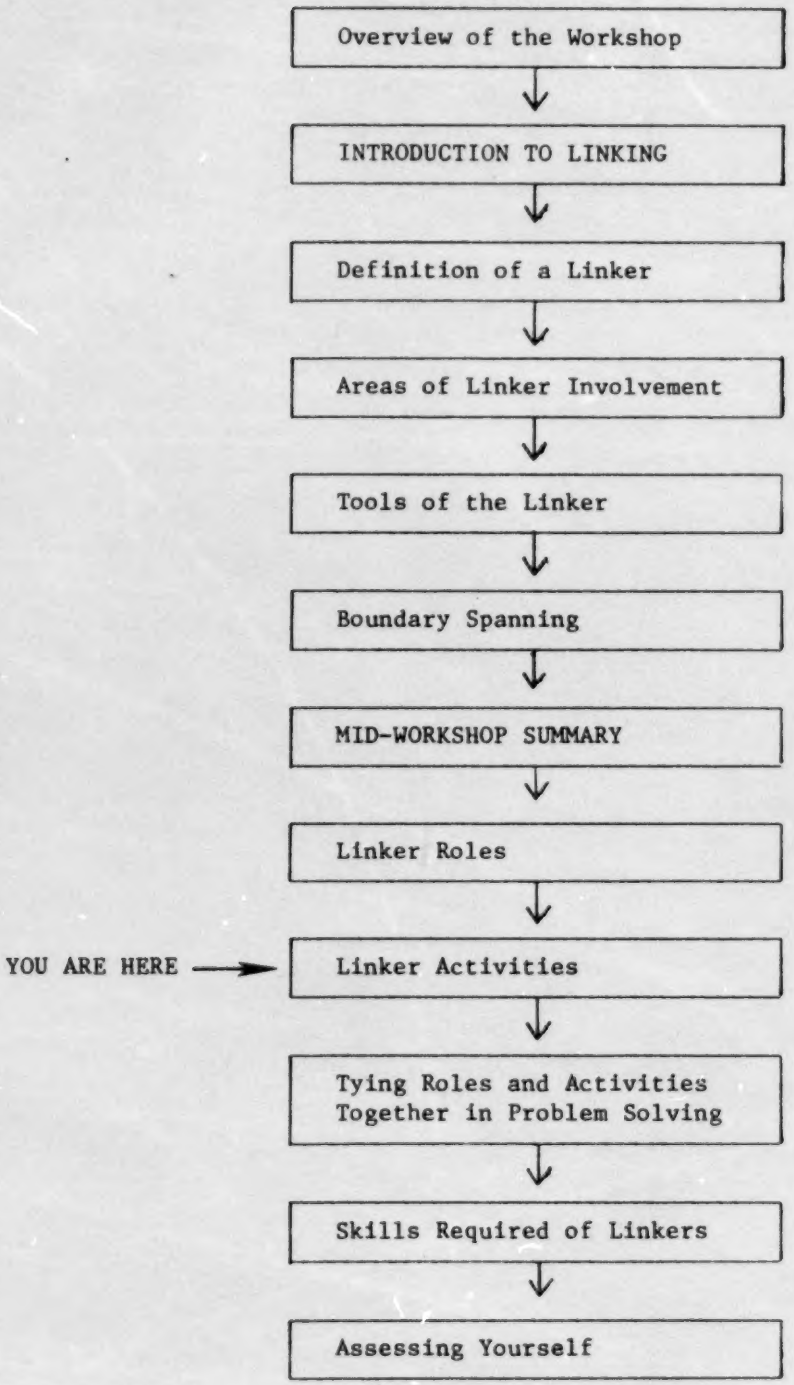
ACTIVITY HANDOUT

Examples of Linker Roles

For each role, provide an example of how a career education linker might perform that role.

ROLE	EXAMPLE
Communicator	
Resource Finder	
Facilitator	

SEQUENCE OF ACTIVITIES



ACTIVITY

Linker Activities

This activity involves individual, small-group, and large-group work. The purpose of the activity is for participants to examine the linker's job in more detail.

Estimated time of activity: 35 minutes.

1. *Begin this activity by saying that you will now explore together the specific activities that linkers perform in carrying out their roles.*

2. *Distribute the activity handout entitled "Selected Linker Activities and Examples of Each Activity" to each participant. Explain that it is one list (and only one of many) of linker activities.*

3. *Ask each participant to try to give one additional example for each activity by completing the activity handout.*

4. *After sufficient time has elapsed, ask small groups to discuss the examples given by individual members of the group. There is no reporting here, simply information-sharing within the small groups.*

5. *Now, in large-group format, ask the group for opinions as to which linker activities are associated with each role (from last activity). Write the roles on overhead/chalkboard/newsprint. Under each role, list the activities which participants suggests as being part of that role. Try to draw out discussion of why particular activities fit within the various roles.*

6. *Conclude this activity by explaining that the next task will relate roles and activities to specific situations.*

ACTIVITY HANDOUT

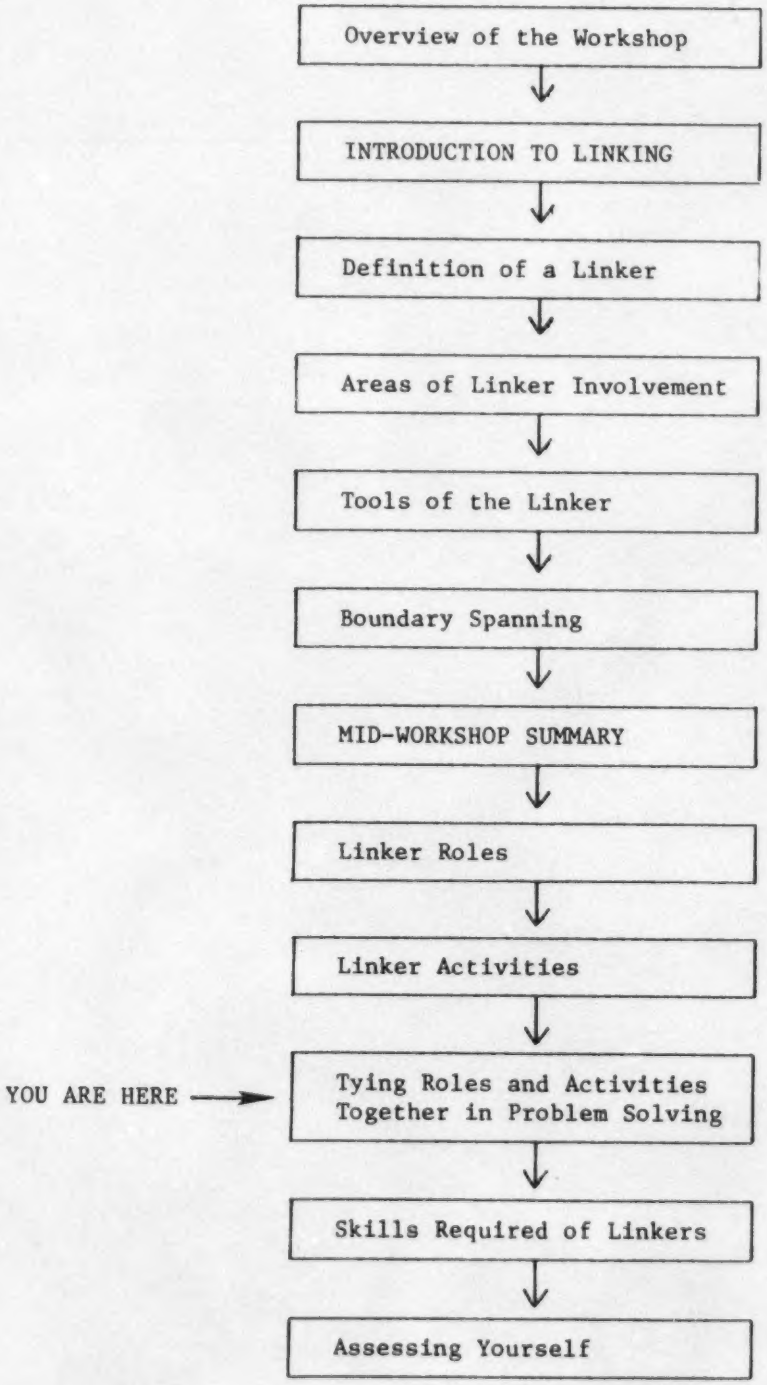
Selected Linker Activities and Examples of Each Activity
(adapted from Medley and Everett, 1978)

Please provide one additional example for each activity listed.

Activity	Example	Additional Example
1. Collecting and Organizing Information	Securing and arranging information about the nature and magnitude of client problems.	
2. Analyzing Information	Determining the relevance of information to client problems.	
3. Analyzing Problems	Translating client problems into information and resource needs.	
4. Monitoring Ideas	Keeping abreast of recent educational practices and innovations.	
5. Managing Conflict	Helping others resolve discord.	
6. Intervening	Proactively seeking to identify client needs.	
7. Communicating	Maintaining open personal communication with clients.	
8. Disseminating	Sharing information with clients in a two-way process.	

9. Planning	Preparing for future needs and services.	
10. Marketing	Promoting awareness of available services.	
11. Implementing	Assisting clients to install a new procedure,	
12. Producing	Developing material or procedures for client utilization.	
13. Influencing	Promoting concepts and ideas for client utilization.	

SEQUENCE OF ACTIVITIES



ACTIVITY

Tying Roles and Activities Together in Problem Solving

This is a small-group activity with possible attendant large-group discussion. The purpose of the activity is to bring roles and activities together by examining specific linker situations.

Estimated time for activity: 40 minutes.

1. *Depending on the time constraints, give each small group one, two, or three of the case studies. Whatever the number, each small group should get the same case studies. Ask group members to discuss each situation by answering the questions on the case study handout, and arrive at group answers. Explain to the participants that the case study scenarios are based on actual career education linker experience. If more detail is needed, small groups are free to supplement or revise the scenario.*

2. *After the small-group dicussion, ask the leaders to report group findings. If the groups have more than one case study, ask for reports on a case study-by-case study basis. After each case study report, discussion by the large-group is to be encouraged.*

3. *If groups did not discuss all three case studies, you might point out some of the difficulties the linker might expect and ways to anticipate them.*

ACTIVITY HANDOUT

Case Study #1

You have been assisting a group of teachers in the identification of school goals for a comprehensive career education program. You have convinced them that the next logical step in planning is some kind of assessment of students' needs. You are aware of many options available in gathering data on student needs. Among these are achievement tests (norm or criterion referenced, published or locally written) and local opinion surveys. Each option will provide different kinds of information about student needs. Each option has pros and cons. You believe you know the option that would work best for this school.

Discuss the following questions and arrive at a group answer:

1. What do you do? Why?
2. What role(s) would you be playing?
3. What resources would you need?
4. In doing as you suggest, what problems might you anticipate? How could you avoid them?

ACTIVITY HANDOUT

Case Study #2

You have been working in a high school for three months on a program-planning project. You have a very strong professional relationship with the school planning committee and with administrators of the school. You are asked by the Career Education Coordinator of the school district to assist in making a presentation before the Board of Education. You expect the board meeting to proceed in the same friendly collegial fashion as the meetings of the planning committee. You are wrong! The board members apparently have never heard of you or your project, and they have strong reservations about the need for career education in the district. In addition, some are upset about the amount of staff time spent on the project to date.

Discuss the following questions and arrive at a group answer:

1. What do you do now (at the meeting)?
2. What could you have done to avoid this situation?
3. How should you proceed with the school district now? Why?
4. If you proceed in this way, what role(s) would you be playing?

ACTIVITY HANDOUT

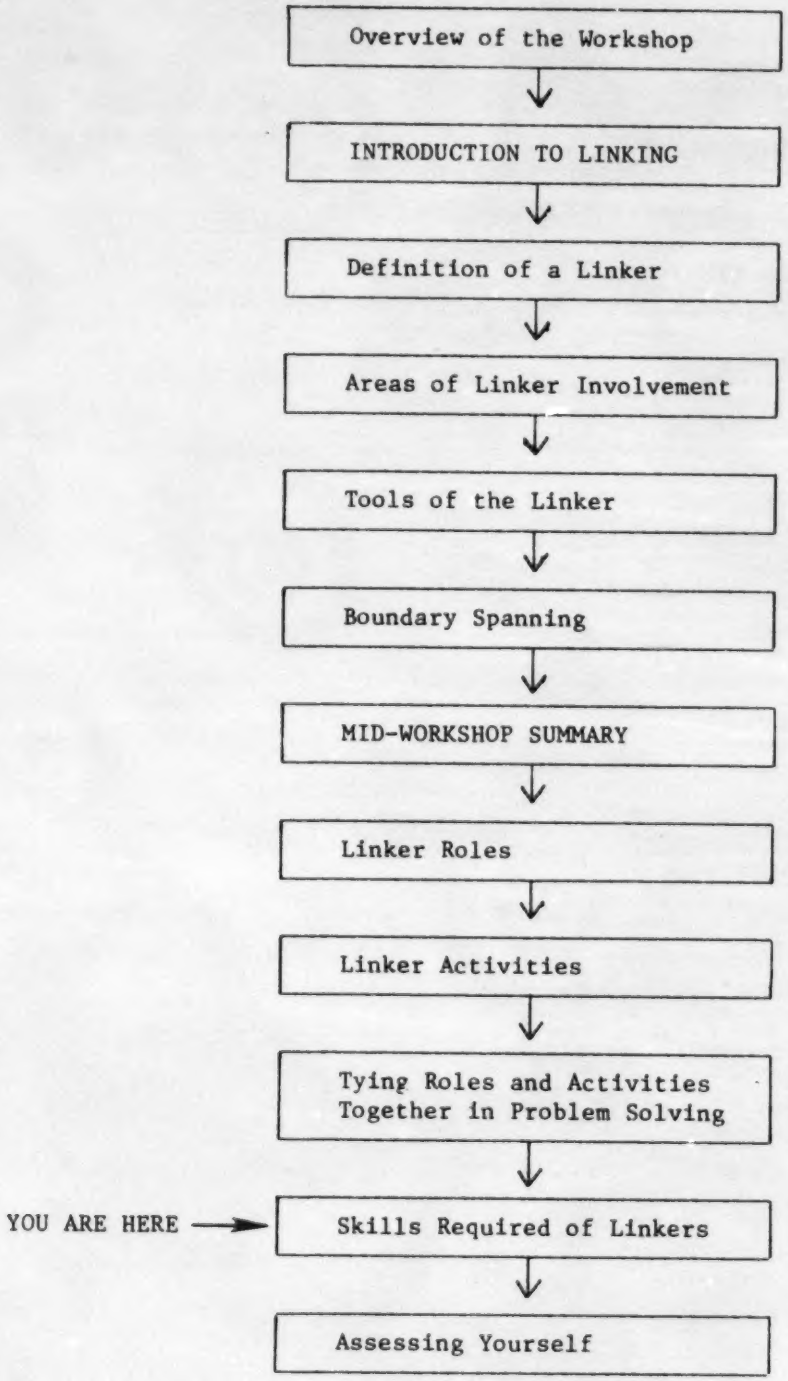
Case Study #3

A school administrator and a district administrator are both part of a high school program-planning group with which you are working. Their attendance at planning meetings has been sporadic, and you have real concerns about their understanding of what the group has been doing. The group has designed a program which is now ready for implementation. There are issues, however, such as program coordination, in-service training agendas, and material purchases, that can only be resolved by the administration.

Discuss the following questions and arrive at a group answer:

1. What do you do now? Why?
2. If you proceed as you suggest, what role(s) would you be playing?
3. What problems do you foresee in the course of action you describe?
4. What could you have done to avoid the existing situation? What would the risks have been?

SEQUENCE OF ACTIVITIES



ACTIVITY

Skills Required of Linkers

This is a large-group activity designed to give participants an overview of the skills required of linkers.

Estimated time of activity: 10 minutes.

1. *Distribute the activity handout entitled "Linker Skills" and allow sufficient time for participants to read it.*

2. *Explain that this is but one of many lists of linker skills. Other lists, for example, will be found in Culberston (1977) and Griffen and Lieberman (1979). Review each skill in large-group discussion clarifying and explaining where necessary. All that is required is that participants understand what is meant by each term. This is necessary for the self assessment which will follow in the next activity.*

ACTIVITY HANDOUT

Linker Skills
(from Crandall, 1977)

Problem-Solving Skills:	These are the skills which enable one to classify problem situations so that the appropriate remedies can be employed, and to know when to call for help.
Communication Skills:	These are the skills which enable one to transmit information orally, in writing, and by other means.
Resource Utilization Skills:	These are the skills involved in knowing what resources are available and the circumstances under which their use would be appropriate.
Planning Skills:	These are the skills involved in working to prepare for implementation of improvements.
Process Helping Skills:	This is that complex of skills which includes such things as helping people to communicate feelings, listening, actively providing affective support, confronting, and role playing.
Implementation Skills:	These are the skills used in implementing an innovation. They include skills in coordination, role clarification, hierarchical communication, and facilitation.
Content/Subject-Matter Knowledge:	These are the skills which relate to content or subject matter as typically defined.
Evaluation and Documentation Skills:	These are skills related to designing and conducting formative evaluations, to producing data useful to redirection of effort, to providing summative evaluations, and to documenting the work effort.

Survival Skills:

These are well-summarized by Shepard (1979) as follows:

1. Stay alive.

2. Start where the system is.

3. Never work uphill.

   a. Don't build hills as you go.

   b. Don't over-organize.

   c. Don't argue if you can't win.

4. Innovation requires a good idea, initiative, and a few friends.

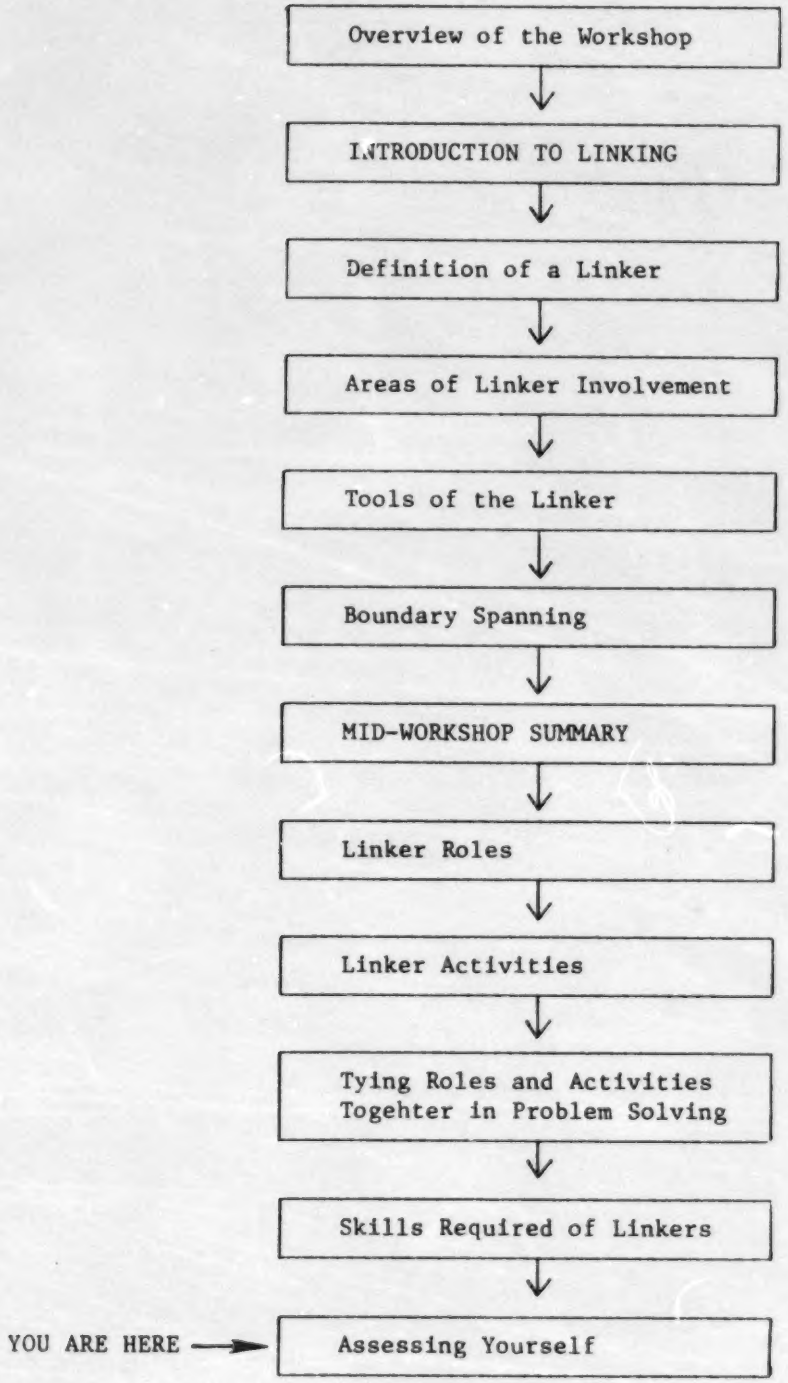
5. Load experiments for success.

6. Light many fires.

7. Keep an optimistic bias.

8. Capture the moment.

SEQUENCE OF ACTIVITIES



ACTIVITY

Assessing Yourself

This is an individual and large-group activity. The purpose of the activity is to allow participants to determine their own training or resource needs based on a simple needs assessment activity.

Estimated time of activity: 20 minutes.

1. *Distribute the activity handout entitled "Linker Self Assessment" to each participant, explaining that it includes the nine skills discussed in the previous activity.*

2. *Ask the participants to complete the worksheet, answering in Column A, how important the skills appear to be as they perceive their work, and in Column B, how well they have mastered the skills. Column C (= Column A - Column B) should give participants an idea of the areas in which their skills might be improved. You should, after the activity handout is finished, engage the large group in discussion of <u>where</u> training/resources are available for satisfying skill area needs.*

ACTIVITY HANDOUT

Linker Self Assessment

Below are listed nine skill areas previously defined. Consider each skill area and decide how important you think it is or will be in your work. Mark your answer in Column A by circling the appropriate numeral. Do this for each of the skill areas.

Then, reconsider each skill area, this time deciding how skilled you are in each area. Again, indicate your choice by circling a numeral, this time in Column B. Do this for each of the skill areas.

Then, compute your level-of-need for each skill area by subtracting the number in Column B from that in Column A. Write the result in Column C if it is a positive number. The higher the number in Column C, the greater is your need for either support or additional training in that skill area.

	Column A How important is this in your work? Not at all ... Very	Column B How skilled are you in this area? Not at all ... Very	Column C Areas for improvement Column C= Column A- Column B
Problem-Solving Skills	1 2 3 4 5	1 2 3 4 5	_____
Communication Skills	1 2 3 4 5	1 2 3 4 5	_____
Resource Utilization Skills	1 2 3 4 5	1 2 3 4 5	_____
Planning Skills	1 2 3 4 5	1 2 3 4 5	_____
Process Helping Skills	1 2 3 4 5	1 2 3 4 5	_____
Implementation Skills	1 2 3 4 5	1 2 3 4 5	_____
Content/Subject-Matter Knowledge	1 2 3 4 5	1 2 3 4 5	_____
Evaluation and Documentation Skills	1 2 3 4 5	1 2 3 4 5	_____
Survival Skills	1 2 3 4 5	1 2 3 4 5	_____

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